

COMMISSIONER'S EDUCATIONAL EQUITY COUNCIL (CEEC)
MINUTES
JUNE 8, 2004
9:00 A.M. – 1 P.M.
STATE BOARD ROOM

Attending:

Edwina Burke, Aukram Burton, Debbie Campbell, Dr. Roger Cleveland, Gregory Figgs, Carla Garr, Joshua Santana, Thomas Simmons, David Tachau, Cathy Thrasher, Debra Vance, Jill Vaught, and Gene Wilhoit

LOCAL ACTIVITIES

- The One Community One Voice Rally will be held **August 14** at the new Rupp Arena. The KBE has created the Dr. Sam Robinson Award to honor entities, organizations, and individuals with advanced causes, and the One Community One Voice and Senator Gerald Neal recently received this prestigious award. APPLAUD!

KDE UPDATE

- Commissioner Wilhoit reported there still is no budget, and whether tax modernization should be on the table before discussing the budget continues to be the hold up. At this point, the Executive Order will be honored, and all schools have been notified.
- This fall will be the first time for NCLB implications on the schools' accountability systems. The positive side is that NCLB requirements has brought much more acute attention to the needs of every child, and the negative side is there will be confusion in the field around federal and state accountability. It will be the first time that some schools will be measured specifically by achievement of subpopulations.

CATS TESTING - Cindy Owen, Office of Assessment and Accountability

- The Kentucky Board of Education (KBE) has had several discussions around assessment and accountability. Kentucky is in the 4th year of a five-year contract with CTB McGraw-Hill, and Cindy Owen shared that Kentucky is looking to **remodel** the current system while leaving the foundation (beliefs of KBE) in tact. Critical questions and purpose have been discussed, and the design is being reviewed. As a result, a list of some of the current system's strengths and limitations has been developed, and a list of future initiatives is being considered. All changes will have to be defined and included in an RFP to be written within the next fiscal year. (*See attachment.*)
- The CEEC members had the following comments/concerns/questions based on their experiences:
 - ✓ Are **all** the curriculum areas being taught at high levels **all** years or just during the accountability years? Students need **continuous** interaction with all content areas. NCLB requirements could bring greater attention to math and reading in grades 3-8 and less attention to the other academic areas. High stakes accountability has resulted in inappropriate responses in terms of teaching strategies. It might be good to look at the K-8 and/or the K-9 approach to curriculum.
 - ✓ How do we promote direct student accountability? Everything should be student centered. How do we make the school experience and testing meaningful to students? A statewide student council is needed for students to talk about assessment, attitudinal differences, and real-world applications. Where is the art in teaching vs. robotic manufacturing of kids? We need to begin with the vision, beginning with the end in mind - what we want kids to know and be able to do. How do we engage the communities in helping students realize that their performance in school impacts their future? Do we have a statewide community council to generate ideas for putting plans of action in place and to bring importance to the instructional piece? Students feel their performance on the test is a reflection only on the school and school district and not on them directly. Improved turnaround time for test results is critical. Students need individual feedback within 24 hours. All test results should be on a student's high school transcript, and more scholarships should be tied to the test scores. There should be more incentives for students who

are distinguished in a high school curriculum, and they will respond. Students who use the test for leverage to get back at teachers may be disconnected or alienated from the learning process. Adult conversations within the school building about a student's performance can impact how well students do on the test. We do not need to generate barriers, we need to identify the barriers, admit them, and come up with ways to reduce them. A student's test results should be tied to their ability to get into colleges and universities. Changes are needed in culture and practice. Information on the Commonwealth Diploma needs to make its way down to the elementary and middle school levels and to parents.

- ✓ The level of stress on the teachers is a problem. The lack of student data drives this. When teachers learn to use the data to improve and impact their instruction, this will help eliminate some of the stress. Teachers don't understand how critical collaboration and integration are across the curriculum areas. Leadership skills are needed to create collaboration, real-world applications, self-assessments and practices, establishing positive behavior supports and clear expectations. Testing gauges (end-of-course exams, scrimmages, etc.), not a part of the formal accountability system, throughout the school year would be helpful to prepare students for testing and to assist the teachers with knowing where students are. Assessment is continuous. Teachers must be exposed to and exhibit the appropriate behaviors in order to promote high student achievement. For the past 1 _ years, Kentucky has been offering a statewide pilot reflective self-assessment tool for teachers to analyze their own instructional practices starting at the foundational level and going through the transitional and accomplished levels to get to the transformational level. Teachers need visual tools.
- The Commissioner reported on the Department's thinking in response to the identification problems with the assessment and accountability system and what could be done about them. The multiple teaching instruments (Program of Studies, Core Content, Academic Expectations, etc.) are being combined into one single document accompanied by units of study for teachers to use to deliver the curriculum to students. A conversation will take place on whether schools should be given credit for students who exit at a higher level than they came in at. A task force is being formed to look at the writing assessment and the recommendations will be brought back to the CEEC before October. The Department is looking at using technology for assessment that will provide immediate student results. A process of in-state teacher scoring is being considered. Diagnostic assessments may be developed. Go Higher, an attempt to provide students with on-line career options and a set of criteria needed to get into those career options will roll out this year. It links to scholarships and university programs.
- Commissioner Wilhoit referenced a study from **"Standards for What: The Economic Roots of K-16 Reform"** by Anthony P. Carnevale and Donna M. Desrochers, published by Educational Testing Service (ETS), pages 53-56, **The Curriculum Mismatch**, about someone going into existing professions and analyzing the relevance of the current high school curriculum against the expectations in those professions. Only 8% of the occupations required the current mathematics curriculum. The whole issue of relevance of a mathematics curriculum needs to be discussed. Guidance is needed statewide.
- Carla Garr will provide her visual of this discussion.

PROFESSIONAL DEVELOPMENT: IMPLICATIONS FOR ADDRESSING THE ACHIEVEMENT GAP
Brenda Hauser, Office of Leadership and School Improvement

- Commissioner Wilhoit and Brenda Hauser indicated that the Department is looking at ways to refine and improve professional development (pd) activities to address the achievement gaps. Professional development should prepare our professionals to meet students where they are and be able to analyze the work of students. PD training should be relevant to the instructional goals, and teachers using these practices will make a difference in student achievement. PD is the three P's: Patience,

Persistence, and Perspiration. PD is not a knee-jerk experience. You need to study root causes, implement a pd program that is sustained and intensive, and monitor the process over time. Ms. Hauser provided a handout of suggestions on how to spend pd dollars in a way to change professional practice, and she also shared a literacy plan that included a five-step process for vision literacy. This literacy example demonstrates one way teachers can be empowered in their jobs in order for them to help children reach their highest potential. It is important that pd coordinators help schools and districts understand that they must control the kinds of pd teachers attend, in order for everything to be tied to the comprehensive plan or individual growth plan. Some districts are hiring retired teachers to model instruction in the classrooms and to provide pd to staff. The following districts have promising practices that should be checked out: Barren County, Daviess County, Graves County, Jessamine County, Pikeville Independent, and Warren County.

INCREASING THE PARTICIPATION OF UNDERSERVED STUDENTS IN GIFTED AND TALENTED AND ADVANCE PLACEMENT – Carla Garr, Office of Academic and Professional Development

- Commissioner Wilhoit noted that one issue for gifted education is that there are a lot of students who are gifted who have not been identified. Carla Garr shared ideas on how to increase participation of underserved students in gifted and talented (G&T) and Advanced Placement. Ms. Garr noted that the College Board recommends that 1/3 of all high school students be involved in Advanced Placement courses. She referenced Jim Wiseman, one of the Vice Presidents at Toyota, who offered the following comments: admit problems, create a culture of solving problems, demonstrate respect for diversity, embrace diversity, embrace different ideas, enjoy the challenge, nurture talent in others, and demonstrate leadership skills. It is important to have **equitable**, appropriate identification processes in place for students P-12. Our own philosophies must be examined and a common understanding must be created. **Data** is essential to establishing or maintaining a student-centered and equitable identification process for gifted and talented students. This will help to determine what strategies and resources need to be put into place. Ms. Garr reported that the Department, last November, piloted data analysis training. Approximately 120 districts voluntarily have been trained. SB 74 has taken away barriers to gifted and talented education, and the Advanced Placement administrative regulation, 704 KAR 3:510, clarifies what an AP class is and what it is not and addresses policy. The Department needs to look at the Commonwealth Diploma's requirements and whether they are rigorous enough. The Program of Studies Implementation Manual should be a resource. Anything non-verbal should be used with kids to minimize the cultural language barriers. The Naglieri is a good instrument to use with students to identify general intellectual aptitude.
- Ms. Garr referenced a PowerPoint presentation developed as a result of the follow-up training for Kentucky's Guide for Reflective Classroom Practice. It would be beneficial to CEEC members to know the purposes of the guide and to prompt questions they may have as a result of the presentation. Contact her at (502)564-2106 or cgarr@kde.state.ky.us <<mailto:cgarr@kde.state.ky.us>> for a copy.
- The CEEC members put together a list of biases and stereotypes with regard to the identification of gifted and talented students and how those biases and stereotypes impact the identification process (*See attachment.*)
- Ms. Garr will provide Regina with electronic copies of all handouts that were disseminated but not discussed at the meeting to be distributed to CEEC members.
- Aukram Burton suggested inviting John Finn, Founder and Director of the Dad's Program, to be on the next CEEC and SAC agenda.

NEXT MEETING: AUGUST 27, 2004